

MIDDLESEX COMMUNITY COLLEGE

ACADEMIC PROGRAM REVIEW

FOR

English Department

2010 – 2011

Program Review Committee

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MIDDLESEX COMMUNITY COLLEGE

Academic Program Review

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Middlesex Community College

Academic Program Review

Section I: Introduction

This is an opportunity to provide background or contextual information, set goals for the program review and/or include any other introductory information that the committee believes will be helpful to the reader. Include information about previously completed program reviews, such as findings, improvements, and unfinished items.

Section II: Departmental Mission and Goals as they support College's Strategic Plan

1. State the mission of the department. Please indicate if the mission statement is new or has been significantly revised as part of a prior program review process.
2. Discuss the department 's work over the last 3 years towards achievement of its goals and initiatives as they support the College's Strategic Plan, described in the department 's annual report and reported in the Academic and Student Affairs database. Link these goals and initiatives to relevant NEASC recommendations generated from MCC's 2004-05 accreditation self study.

Strategic Planning Goals	Initiative	Outcome
2007-08		
1. Increase access to higher education by supporting academic excellence, success for all students, and by fostering a welcoming inclusive environment for faculty, staff, and students. 1.1 Broaden Pathways and Increase Access to Higher Education	With other EdLink consortium members (UMass Lowell, NSCC, NECC), increase consistency across consortium of English Composition course sequence outcomes. Projected Outcome: - Plan developed for at least one collaborative activity.	2 Verticle English Teams developed: - Billerica Public Schools: 1 faculty member participating; will begin work F08. - Lowell Public Schools (collaboration with UMassLowell): 2 faculty participating. Information exchanged on student writing expectations in Comp I courses(reviewed sample essays, developed common assessment criteria). UML provided all day-training for adjuncts on use of UML common book.

<p>2 Identify and respond to current and emerging educational, workforce, civic, environmental, multi-cultural, and global awareness needs of the communities in the service region and internationally</p> <p>2.1 Continue to implement Workforce Development initiative.</p>	<p>Review and deliberate implications of program review, college-wide assessment and student engagement survey results.</p> <p>Projected Outcome:</p> <ul style="list-style-type: none"> - Off-campus retreat held: discussion of assessment and curriculum started; plan with timeline, assigned tasks developed. - Appropriate changes in curriculum initiated, DSLO's refined, strategies initiated for improved student engagement. 	<ul style="list-style-type: none"> - All full-time faculty participated in retreat; discussed research essay shift from Comp I to Comp II, expository essay addition to Comp II, Basic Writing revisions to improve Comp I preparation. Discussions will continue in 08-09. DSLO assessment: explored use of Basic Writing final essay and Comp I research paper to assess writing skills. - Review to be completed, F08.
<p>3. Assure institutional effectiveness and accountability.</p> <p>3.1 Implement the MCC Model for Assessment of Student Learning Outcomes, and use assessment data to review the efficacy of current programs and establish continuous training act. to support student learning, and strengthen the culture of assessment throughout MCC</p>	<p>Continue assessment of department SLO's in accordance with college-wide assessment schedule.</p> <p>Projected Outcomes:</p> <ul style="list-style-type: none"> - Results from 06-07 DSLO assessment evaluated; strategies developed as appropriate. - 2nd DSLO assessed; will share results within department F08. <p>Improve relations within department and develop more consistent instruction and assessment in multiple sections of writing courses taught by full- and part-time faculty.</p> <p>Projected Outcomes:</p> <ul style="list-style-type: none"> - Adjunct faculty meet at beginning of each semester 	<ul style="list-style-type: none"> - Results from assessment of Basic Writing preparation for Comp I evaluated; discussion will continue in 08-09. - Shift of research paper assignment in Comp I to Comp II deliberated; discussions will continue in 08-09. <p>Meetings held prior to each semester.</p> <p>Discussions included:</p> <ul style="list-style-type: none"> - Program review assessment results. - Essay grading exercise to develop common outcomes
<p>Strategic Planning Goals</p>	<p>Initiative</p>	<p>Outcome</p>
<p>2008-09</p>		
<p>2. Identify and respond to current and emerging educational, workforce, civic, environmental, multi-cultural, and global awareness needs of the communities in the service region and internationally</p> <p>2.3 Continue to expand Civic Engagement, Cultural and</p>	<p>Create collection of student essays from across writing courses to illustrate various grade levels (A paper, B paper, C paper etc.).</p>	<p>Higher, consistent standards for English courses</p> <p>Writing coaches understand grading standards and use to improve student writing skills.</p> <p>Ongoing.</p>

Performing Arts, International, and Service-Learning Activities.		
3. Assure institutional effectiveness and accountability. 3.1 Implement the MCC Model for Assessment of Student Learning Outcomes, and use assessment data to review the efficacy of current prgms and establish continuous training act. to support student learning, and strengthen the culture of assessment throughout MCC	Review English writing courses in light of recent DSLO assessment results. Projected Outcome: - Develop plan to assess student progress from developmental to college level English courses.	- Discussed mapping student progress in reading and writing courses from developmental to college level coursework. - Developed plan to assess writing curriculum for review in FY10; will begin with English Comp II analysis, then move backwards to developmental English courses. - Collected English Comp II writing artifacts: will be analyzed in FY10
3. Assure institutional effectiveness and accountability. 3.2 Support ongoing Professional Development for faculty and staff.	Support Writing Across the Curriculum activities by developing Writing Coaches program. Projected Outcomes: - Writing coaches selected. - Presentations made to non-English departments and divisions. - Consultations made with individual faculty seeking help with assigning essays and research writing assignments - Support materials developed for non-English faculty use.	- 4 faculty selected as Writing Coaches. - Designed and led faculty workshops, provided individual faculty consultations on assigning research writing. - Attended department and division meetings to make presentations on teaching writing to students. - Developed tip sheets for faculty on teaching essential research and writing skills.
<u>Strategic Planning Goals</u>	<u>Initiative</u>	<u>Outcome</u>
<u>2009-10</u>		
1. Increase access to higher education by supporting academic excellence, success for all students, and by fostering a welcoming inclusive environment for faculty, staff, and students. 1.1 Broaden Pathways and Increase Access to Higher Education.	Create greater opportunities for students to develop creative writing abilities. Projected Outcome: - Explore feasibility of developing transferable Liberal Arts & Sciences Creative Writing option, F09; present to Curriculum committee, S10.	2 new courses piloted and approved: - Reading Like a Writer: Fiction - Reading Like a Writer: Poetry
1. Increase access to higher education by supporting academic excellence, success for all students, and by fostering a welcoming inclusive environment for	Reestablish the Middlesex Magazine as a creative writer's publication featuring student literary works from Creative Writing, Magazine Writing, and Play Writing courses	- Discussions about reestablishing magazine tabled to S11.

faculty, staff, and students. 1.2 Improve the Retention Rate and the Successful Course Completion Rate by Concentrating Efforts in Major Areas.	complemented by Visual/Photographic and Graphic Design student art work. Projected Outcomes: -Create new magazine template establishing set features and clearly defined leadership and circulation. –Produce 1 edition at end of each semester, explore appropriateness of SP11 edition.	
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Section III: Student Learning Outcomes and Assessment

Department Student Learning Outcomes (DSL0s)

3. Identify your Department Student Learning Outcomes

- Students will be able to ...
- Students will be able to ...
- Students will be able to ...
- Students will be able to ...
- Students will be able to ...

4. Please provide your department 's timeline for ongoing, annual assessment of its DSL0s.

2010-11	
2011-12	
2012-13	
2013-14	
2014-15	
2015-16	
2016-17	

5. If applicable, discuss any changes you have made to your DSLOs and/or the ways in which the courses in the department support those DSLOs since your last program review.

6. If applicable, describe any DSLO assessment work you have done since your last program review, including your results and changes made as a result of these assessments.

7. Map the way in which your department provides opportunities for students to progress towards achievement of each DSLO, by noting in which courses the outcomes are **Introduced (I)**, **Developed (D)**, and where students are expected to demonstrate **Competency (C)**. (Note: at the Developing and Competency levels, DSLOs should be reflected, directly or indirectly within the course outcomes.)

**Curriculum Map I:
Course Opportunities for Student Achievement of DSLOs**

PSLO	Course	Course	Course	Course	Course	Course	Course	Course

8. Does Curriculum Map I suggest a need to make changes to the **sequencing of** opportunities for students to develop and achieve any DSLO within the program? If so, please explain.

9. Please discuss how the department will support faculty to align their course student learning outcomes with department and institutional student learning outcomes.

DSLO I

Students completing the English Comp I/II sequence of courses will

10. Please provide examples of representative course student learning outcomes that include or embed this DSLO from course syllabi where competency of the DSLO is expected.
11. Describe the process by which this DSLO was assessed for Competency. Include in your description:
- Which courses contributed evidence of student learning and achievement?
 - Which assignments/projects/exams/activities within those courses generated the evidence?
 - How was a sample selected from the full sets of contributed evidence?
 - What criteria were used to assess student learning and achievement?
 - Which faculty members assessed the evidence, and how representative are they of the faculty teaching in the department?
 - How you created a block of time to conduct the assessments of student learning
12. What did your department learn about student achievement of this DSLO?
13. What curricular and/or instructional changes are planned within the department as a result of this assessment work (if any)?

Institutional Student Learning Outcomes

Knowledge and Skills

The MCC graduate will use knowledge acquired at MCC as a foundation for continued study and/or practical application.

- Freshman and sophomore foundation for transfer
- Professional skills for career track (degree or certificate)

Critical Thinking

The MCC graduate will demonstrate an ability to understand, interpret and analyze information in order to engage in critical thinking and problem-solving.

- Knowledge Acquisition, Comprehension, Application, Analysis, Synthesis, and Evaluation
- Quantitative and Scientific Reasoning
- Knowledge Integration, Reasoning, and Problem-Solving Across Disciplines

Communication

The MCC graduate will communicate, use information and employ technology effectively.

- Effective Written, Presentation and Numeracy Skills, AND
- Information Literacy and Technology Fluency

Global Perspectives

The MCC graduate will communicate an understanding of the world from a global perspective.

- Historical, Political, Economic and Social
- Scientific and Environmental
- Aesthetic Appreciation and Creativity

Social Responsibility

The MCC graduate will demonstrate social responsibility both within and outside of the classroom.

- Multicultural and Diversity Awareness
- Ethics, Values, and Social Justice
- Citizenship and Civic Engagement

Personal and Professional Development

The MCC graduate will demonstrate the capacity for on-going personal and professional development.

- Independent and Life-long Learning
- Professionalism and Accountability
- Collaboration
- Managing Responsibilities and Adapting to Change
- Initiative and Self-Advocacy
- Self Assessment

14. Please provide your department's timeline for ongoing, annual assessment of the college's ISLOs as appropriate.

2010-11	
2011-12	
2012-13	
2013-14	
2014-15	
2015-16	
2016-17	

15. If applicable, discuss any changes you have made to your department's support of MCC's ISLOs since your last program review.

16. As appropriate, map the way in which your department provides opportunities for students to progress towards achievement of MCC’s Institutional Student Learning Outcomes, by noting in which courses outcomes are **Introduced (I)**, **Developed (D)**, and where students are expected to demonstrate **Competency (C)**. (Note: at the **Developing and Competency levels, DSLOs should be reflected, directly or indirectly within the course outcomes.**)

**Curriculum Map II:
Departmental Opportunities for Student Progress toward ISLOs**

	Course	Course	Course	Course	Course	Course	Course	Course
Knowledge & Skills								
Critical Thinking								
Communication								
Global Perspectives								
Social Responsibility								
Personal & Professional Development								

17. Does Curriculum Map II suggest a need to make changes to the **sequencing of** opportunities for students to develop and achieve any ISLO within the department? If so, please explain.

ISLO
The MCC graduate will

- 18.** Please provide examples of representative course student learning outcomes that include or embed this ISLO from course syllabi where competency of the ISLO is expected.
- 19.** Referring to Curriculum Map II, describe the process by which this Institutional Student Learning Outcome was assessed for Competency. Include in your description:
- Which courses contributed evidence of student learning and achievement?
 - Which assignments/projects/exams/activities within those courses generated the evidence?
 - How was a sample selected from the full sets of contributed evidence?
 - What criteria were used to assess student learning and achievement?
 - Which faculty members assessed the evidence, and how representative are they of the faculty teaching in the department?
 - How you created a block of time to conduct the assessments of student learning
- 20.** What did your department learn about student achievement of this ISLO within the department?
- 21.** What curricular and/or instructional changes are planned within the department as a result of this assessment work (if any)?

Section IV: Instructional Support

- 22.** Discuss the adequacy of the staffing level in the department

- 23.** How adequate and appropriate are department facilities and equipment?
Please be specific about current deficiencies or projected needs.

- 24.** Describe any professional development needs of department faculty or staff.

- 25.** Describe the sources of department funding. Are the funds adequate to support the department? Is the current use of funds effective to realize department goals? Does the department leadership have input into the department budget?

Section V: Institutional Data

The Institutional Research Office will provide a significant portion of the data. Your committee is encouraged to request additional relevant information from Institutional Research and to develop and conduct alternative assessments as well. Some examples of assessments that the committee may choose to implement are student focus groups and/or student surveys. Input from relevant internal groups such as Advising, Admissions, and/or connected departments will also be necessary. Please include a copy of the data from Institutional Research and all committee-developed surveys or focus questions in the Appendix of the review.

Additional data should answer the following questions:

- What % of students who start in Fundamentals **and did not transfer** successfully complete Comp I, Comp II?
- What % of students who start in Basic Writing **and did not transfer** successfully complete Comp I, Comp II?
- Combining above, what % of students who start in Dev Eng **and did not transfer** successfully complete Comp I, Comp II?
- What % of students who start in Comp I **and did not transfer** successfully complete Comp II?
- How many non-LAS students take Eng electives?

26. Please note important trends, patterns and issues that emerge as you examine data from Institutional Research office, including:
 - a. department enrollment data
 - b. reading, writing and math placement data
 - c. demographic data
 - d. enrollment status data
 - e. course completion data (by method of course offering)
 - f. academic progress data
 - g. retention data
 - h. transfer data

27. Please comment on significant information that emerges from the Student Transfer and Employment Follow-up data from Institutional Research Office and/or your Department Records.

28. Please summarize findings from student surveys, student focus groups, and/or other types of surveys and focus groups the Committee chose to undertake.
 - a. Possible focus group of students starting in BW and succeeding in Comp I – what helped them to be successful?

Section VI: Program Analysis

Additional Curricular Opportunities:

29. Describe any Learning Communities that are an integral part of this department.
30. Comment on experiential/ work-based learning opportunities in the department (i.e., co-op, internships, service learning). Discuss how the content of the experience relates to course credit. How do you calculate the number of contact hours required in relationship to the credit awarded? What percent of students participate in each of these activities? Indicate any problem being faced in incorporating work-based learning.
31. Referring to the data supplied by Institutional Research, along with any other data available to the department, comment on the role of developmental courses in the department. Do significant numbers of students in the department take developmental courses? What conclusions are you able to draw about the impact of these courses on students' preparation levels?
32. Discuss any new strategies being implemented within your department to support student success. This could include efforts to establish consistent expectations for students, scaffolding learning within sequential courses, inclusion of experiential learning, collaborations with Academic Support Services and/or other support areas, curriculum revision, pedagogical sharing and innovation, etc. Please comment on the availability and adequacy of any support services being utilized.
33. Discuss ways in which your department ensures consistency in student learning and achievement for students taking courses in the classroom, through SPS, and online.
34. Discuss ways in which your department ensures consistency in student learning and achievement for students taking courses during the day and in the evening.
35. In the event that there are admissions criteria for course placement, describe the rationale and process for establishing and reviewing the criteria for placement. Do current criteria produce a pool of students who are adequately prepared to succeed in the writing sequence?

External Perspectives:

36. LOCAL: Based on a review of other college catalogs, list the colleges in our general area that have similar departments and comment on significant differences from the ones we currently offer that bear further exploration.

37. NATIONAL BEST PRACTICE: Based upon either the committee's knowledge of or research on institutions beyond our geographical area that have exemplary departments or are known for their 'best practices,' comment on significant similarities or differences at MCC and identify areas that bear further exploration.

38. Discuss ways in which existing connections and collaborations between your department and other areas at the college have impacted your departmental decision-making. Identify potential connections and collaborations that would enhance your department.

Writing coaches, LCs

Please provide any additional information that you consider important in assessing this department.

Section VII: Department Evaluation Summary

A. Department Strengths
 (Bulleted List with reference to the question(s) numbers in the department review where this strength is explained.)

B. Department Action Plan for Improvements, Budgetary Implications, Timelines

Action Items (Reference the question in the program review where this need is explained.)	Proposed Plans for Improvement (Bulleted list of suggestions.)	Financial Needs to Make Improvements	Proposed Timelines for Implementation